

Villar-Onrubia, D., Morini, L., Marín, V.I., & Nascimbeni, F. (2022). Critical digital literacy as a key for (post)digital citizenship: an international review of teacher competence frameworks. *Journal of e-Learning and Knowledge Society*, 18(3), 128-139.

Appendix 1

TEACHER COMPETENCE FRAMEWORKS AND PROFESSIONAL STANDARDS INCLUDED IN THE ANALYSIS

| Countries / regions | Scope | Continental areas | Title of the document | Institutional author | Year | Languages |
|---------------------|-------------|--------------------------|--|---|---------|-----------------|
| South Africa | National | Africa | National Qualifications Framework Act: Policy on minimum requirements for teacher education qualifications | Government of South Africa: Department of Higher Education and Training | 2011 | English |
| Uganda | National | Africa | Competence Profile for the Primary School Teacher in Uganda | Government of Uganda | unknown | English |
| Zambia | National | Africa | Standards of Practice for Teaching Practice for the Teaching Profession | Government of Zambia: Ministry of General Education | 2019 | English |
| Canada (Alberta) | Subnational | Americas (North America) | Teaching Quality Standard (Ministerial order #001/2020) | Government of Alberta: Alberta Education | 2020 | English; French |
| Canada (Québec) | Subnational | Americas (North America) | Reference framework for professional competencies for teachers | Quebec Government: Ministry of Education | 2021 | French; English |
| Argentina | National | Americas (South America) | Marco referencial de capacidades profesionales de la formación docente inicial | Government of Argentina: Ministerio de Educación de Argentina and Instituto Nacional de Formación Docente | 2018 | Spanish |
| Brazil | National | Americas (South America) | Referenciais para a Formação de Professores para Formação Continuada | Consed (Conselho Nacional de Secretários de Educação), da Undime (União Nacional de Dirigentes Municipais) e do MEC (Ministério da Educação), contando com o apoio institucional do Movimento Profissão Docente e com a assessoria técnica da FCC (Fundação Carlos Chagas). | 2019 | Portuguese |
| Chile | National | Americas (South America) | Estándares de la profesión docente: marco para la buena enseñanza | Government of Chile: Centro de perfeccionamiento, experimentación e investigaciones pedagógicas | 2021 | Spanish |

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| Countries / regions | Scope | Continental areas | Title of the document | Institutional author | Year | Languages |
|-------------------------------|-------------|-------------------|---|---|---------|---------------------------------------|
| Hong Kong | National | Asia | Professional Standards for Teachers and Principals of Hong Kong | Government of Hong Kong: Committee on Professional Development of Teachers and Principals | 2015 | Chinese; English (bilingual document) |
| India | National | Asia | National Curriculum Framework for Teacher Education | Government of India: National Council for Teacher Education | 2009 | English |
| Myanmar | National | Asia | Teacher Competency Standards Framework | Government of Myanmar: Ministry of Education | 2020 | Burmese; English (bilingual document) |
| Pakistan | National | Asia | National Professional Standards for Teachers in Pakistan | Government of Pakistan: Ministry of Education | 2009 | English |
| England | National | Europe | Teachers' standards: Guidance for school leaders, school staff and governing bodies | Government of the UK: Department of Education | 2021 | English |
| Germany | National | Europe | Standards für die Lehrerbildung: Bildungswissenschaften | Kulturminister Konferenz (KMK) | 2014 | German |
| Italy | National | Europe | Le competenze professionali del docente | Contratto Collettivo Nazionale del Lavoro (agreement between unions and employer) | | Italian |
| Spain (Castilla y Leon) | Subnational | Europe | Modelo de competencias Profesionales del Profesorado de CyL | Government of Castilla y Leon (Centro Superior de Formación del Profesorado; Dirección General de Calidad, Innovación y Formación del Profesorado. Junta de Castilla y León | 2010 | Spanish |
| Spain (Galicia) | Subnational | Europe | Las Competencias Profesionales Docentes. Modelo competencial de la Red de Formación del Profesorado | Government of Galicia (Consellería de Cultura, Educación e Ordenación Universitar; Centro Autonómico Formación Profesorado. Xunta Galicia) | unknown | Spanish |
| United States | National | North America | What Teachers Should be Able to Do (Professional Teaching Standards, the Five Core Propositions) | National Board of Professional Teaching Standards | 2016 | English & Spanish |
| Australia | National | Oceania | The Australian Professional Standards for Teachers | Australian Institute for Teaching and School Leadership | unknown | English |
| Australia (Western Australia) | Subnational | Oceania | Competency Framework for Teachers | Government of Western Australia: Department of Education and Training | 2004 | English |

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|---|---------------|--|---|---|------|--|
| New Zealand | National | Oceania | Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession | Teaching Council of Aotearoa New Zealand | 2017 | English; Maori |
| Various: Fiji; Cook Islands; Kiribati; Marshall Islands; Micronesia; Nauru; Niue; Palau; Papua New Guinea; Samoa; Solomon Islands; Tonga; Tuvalu; Vanuatu | Supranational | Oceania (Pacific Islands) | Pursuing quality in early learning vol. 2: early childhood care and education (ECCE) teacher competency framework for Pacific small Island developing States (Pacific SIDS) | UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific; Pacific Regional Council for Early Childhood Care and Education (Fiji) | 2018 | English |
| Various: Botswana, The Gambia, Lesotho, Maldives, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, Sierra Leone, Swaziland, Kiribati, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu, Jamaica, Lesotho, South Africa, Swaziland, Trinidad and Tobago | Supranational | Various: Africa (Southern Africa); Americas (Caribbean); Asia; Oceania (South Pacific) | Standards Framework for Teachers and School Leaders (consultation report) | The Commonwealth | 2014 | English |
| Various: Brunei Darussalam; Cambodia; Indonesia; Lao People's Democratic Republic; Malaysia; Myanmar; Philippines; Singapore; Thailand; Timor-Leste; Viet Nam | Supranational | Various: Asia (South East); Oceania | Early Childhood Care and Education (ECCE) - Teacher Competency Framework for Southeast Asia (SEA) (Pursuing Quality in Early Learning Vol. 1) | UNENCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific; South-East Asian Ministers of Education Organization | 2018 | English; Bahasa Indonesia; Tiếng Việt (separate documents) |